



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5810 S Alameda Rd, Apache Junction, AZ 85218

Apache Junction Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Brenda Dee Farris
Schedule : 07:30 AM to 05:00 PM
Grades : K-5
Web Address : www.gces.ajusd.org/
Phone Number : (480) 982-1110
Fax Number : (480) 671-4324
E-mail : bfarris@gces.ajusd.org

Mission

As a learning community we will:

Ensure that every child has the desire and motivation to reach his or her goals.

Empower students to become problem solvers, risk takers, life-long learners and contributing citizens.

The partnership of home and school will model and instill respect, responsibility and integrity so our students will Stand Proud and Bold.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

ü All students will demonstrate improvement in math problem solving and math computation.

ü All students will demonstrate improvement in reading comprehension.

ü All students will demonstrate improvement in writing using the Six-Trait Process.

ü All students will demonstrate improvement in showing respect toward others and being responsible.

Enrollment

October 1, 2005 School Year Student Enrollment : 508
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 40

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Title I Reading
- ü Communication Skills
- ü English Language Learners
- ü Accelerated Reader
- ü Second Step/Anger Management
- ü Olewus Anti-Bullying Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is our responsibility to provide a safe atmosphere, a curriculum based upon the state standards and a highly qualified teaching staff. In doing so we ensure that every child has the desire and motivation to reach his or her goals. We empower students to become problem solvers, risk takers, life-long learners and contributing citizens and we create an atmosphere that promotes the home and school partnership to ensure the success of all of our students.

Parents

Parents will support their child's learning and ensure that their child completes homework daily at a designated area. Parents will also communicate frequently with the teaching staff through conversations and attending parent/teacher conferences.

Transportation Policy

Students will follow instructions given by the bus driver and will also show respect to the driver. They will respect the rights of others by keeping their hands and feet to themselves, using inside voices and staying in their designated seat while the bus is moving.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Scored in the Top Ten in Reading on SAT 9	2005
ü Scored in the Top Ten in Math on SAT 9	2005
ü State Stacker's Champion	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	472	80010	95	98	99	453	448	447	7	9	10	11	16	18	67	58	53	15	17	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	221	38935	96	99	99	452	447	447	7	10	9	11	14	19	67	59	55	15	16	17
Male	38	251	40974	93	98	98	455	449	448	5	8	11	11	18	18	68	57	52	16	17	19
African American	NC	10	4201	NC	100	99	NC	NA	430	NC	NA	17	NC	NA	23	NC	NA	51	NC	NA	9
Hispanic	18	122	34545	100	100	99	421	433	432	17	12	14	28	20	24	56	60	53	NA	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	70	324	35142	93	97	99	462	453	465	4	8	5	6	15	11	70	58	56	20	20	28
Students with Disabilities	12	77	10161	75	91	93	421	412	419	17	30	28	42	32	28	33	34	36	8	4	8
Students without Disabilities	80	395	69849	99	100	100	458	454	451	5	5	7	6	13	17	73	63	56	16	19	19
Limited English Proficient Students	NC	29	14013	NC	100	97	NC	403	413	NC	34	24	NC	28	34	NC	38	39	NC	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	26	216	39029	96	96	98	429	434	432	23	14	14	15	20	25	54	57	52	8	8	9
Non-Economically Disadvantaged	66	256	40981	94	100	100	462	459	462	NA	5	6	9	13	13	73	58	54	18	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	450	79438	95	94	98	457	455	451	5	6	9	17	21	24	68	64	56	9	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	216	38775	98	97	99	460	460	457	4	6	7	18	17	22	67	65	58	11	12	13
Male	37	234	40560	90	91	97	452	451	446	8	6	12	16	25	25	70	62	54	5	7	9
African American	NC	10	4178	NC	100	98	NC	NA	439	NC	NA	13	NC	NA	29	NC	NA	52	NC	NA	6
Hispanic	18	117	34297	100	98	98	433	440	434	11	10	14	33	27	31	56	57	50	NA	5	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	70	307	34887	93	92	98	462	461	471	4	5	4	13	18	15	73	66	63	10	11	18
Students with Disabilities	12	55	9588	75	65	88	417	424	416	8	16	30	67	42	32	17	38	34	8	4	5
Students without Disabilities	80	395	69850	99	100	100	463	459	456	5	5	7	10	18	23	76	67	59	9	10	12
Limited English Proficient Students	NC	26	13856	NC	90	96	NC	404	407	NC	35	27	NC	35	43	NC	31	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	25	200	38685	93	89	97	437	440	435	16	10	14	20	27	32	60	61	50	4	3	5
Non-Economically Disadvantaged	67	250	40753	96	98	99	464	467	467	1	3	5	16	17	16	72	66	62	10	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	475	79971	99	99	99	416	415	423	4	10	8	53	43	41	43	43	49	NA	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	221	38974	100	99	99	423	428	437	4	8	5	50	37	33	46	51	57	NA	5	4
Male	40	254	40895	98	99	98	407	405	410	5	11	10	58	49	47	38	37	41	NA	3	2
African American	NC	10	4203	NC	100	99	NC	NA	411	NC	NA	11	NC	NA	45	NC	NA	43	NC	NA	2
Hispanic	18	122	34481	100	100	99	404	408	410	6	11	10	56	44	46	39	41	43	NA	4	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	74	327	35150	99	98	99	420	417	437	4	9	5	53	43	35	43	43	56	NA	4	5
Students with Disabilities	16	82	10258	100	96	94	366	355	377	19	29	23	75	56	51	6	12	25	NA	2	1
Students without Disabilities	80	393	69713	99	99	100	426	427	429	1	6	5	49	41	39	50	50	52	NA	4	3
Limited English Proficient Students	NC	29	13985	NC	100	97	NC	359	382	NC	28	18	NC	45	54	NC	28	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	27	219	38994	100	97	98	396	398	409	11	13	10	56	48	47	33	37	41	NA	1	1
Non-Economically Disadvantaged	69	256	40977	99	100	100	425	430	437	1	7	5	52	39	34	46	49	56	NA	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	488	80147	98	98	99	490	488	482	7	8	11	13	15	17	57	55	49	23	23	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	236	39281	100	98	99	488	483	483	9	9	9	16	18	17	57	54	50	18	19	24
Male	47	250	40780	96	97	98	492	493	482	4	7	12	11	11	17	57	56	48	28	26	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	24	114	33494	100	99	99	488	481	466	8	13	15	13	18	23	67	50	49	13	19	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	62	351	36122	97	97	99	489	489	501	6	6	5	13	14	10	56	58	50	24	22	35
Students with Disabilities	16	88	10295	94	91	92	450	451	443	19	27	33	38	28	26	31	36	33	13	8	8
Students without Disabilities	75	400	69852	99	100	100	499	496	488	4	4	7	8	12	16	63	59	51	25	26	26
Limited English Proficient Students	NC	21	12722	NC	100	97	NC	430	441	NC	38	27	NC	29	33	NC	33	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	33	226	38371	94	95	97	475	475	465	9	13	15	21	17	23	67	58	49	3	12	13
Non-Economically Disadvantaged	58	262	41776	100	100	100	499	500	498	5	3	6	9	13	11	52	52	49	34	32	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	473	79686	92	95	98	487	486	470	NA	5	11	20	19	24	67	64	57	13	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	230	39163	91	96	99	491	484	475	NA	6	9	15	19	22	73	66	60	13	10	10
Male	46	241	40438	94	93	97	483	487	465	NA	5	13	24	19	25	63	61	54	13	15	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	23	109	33299	96	95	98	481	477	452	NA	9	17	22	21	32	74	58	47	4	12	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	59	342	35914	92	94	98	489	489	489	NA	4	5	20	19	15	63	65	67	17	13	14
Students with Disabilities	11	72	9808	65	74	87	458	447	432	NA	18	35	64	47	32	27	32	30	9	3	3
Students without Disabilities	75	401	69878	99	100	100	491	493	475	NA	3	8	13	13	23	73	69	61	13	14	9
Limited English Proficient Students	NC	18	12594	NC	86	96	NC	428	422	NC	39	34	NC	39	45	NC	17	21	NC	6	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	30	216	38095	86	91	97	469	472	452	NA	8	17	30	26	32	70	58	48	NA	7	3
Non-Economically Disadvantaged	56	257	41591	97	98	99	497	497	486	NA	3	6	14	12	16	66	68	65	20	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	487	80372	99	98	99	477	473	475	1	4	4	34	31	30	61	63	64	4	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	236	39452	100	98	99	488	481	488	NA	3	3	25	25	22	68	69	72	7	3	3
Male	48	249	40836	98	96	98	467	465	464	2	4	6	42	37	37	54	58	56	2	0	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	23	112	33608	96	97	99	480	467	462	NA	5	6	30	30	36	65	63	57	4	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	64	352	36213	100	97	99	473	475	489	2	3	2	36	32	22	59	63	72	3	1	3
Students with Disabilities	16	85	10526	94	88	94	436	433	427	6	13	15	69	56	53	13	28	31	13	2	1
Students without Disabilities	76	402	69846	100	100	100	485	481	482	NA	2	3	26	26	26	71	71	69	3	1	2
Limited English Proficient Students	NC	20	12747	NC	95	97	NC	390	432	NC	25	12	NC	65	52	NC	10	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	34	229	38521	97	97	98	454	460	461	3	6	6	44	38	38	53	55	55	NA	0	1
Non-Economically Disadvantaged	58	258	41851	100	98	100	490	484	489	NA	2	3	28	26	22	66	70	72	7	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	458	79306	95	97	99	508	501	504	3	8	13	22	22	20	61	57	49	14	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	237	38845	100	98	99	508	499	505	NA	7	11	26	26	20	58	54	50	16	13	18
Male	39	221	40383	91	95	98	509	503	504	5	9	14	18	18	19	64	59	47	13	14	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	11	98	32673	92	93	99	529	495	487	NA	10	18	18	21	25	45	58	46	36	10	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	64	346	36234	96	98	99	503	502	523	3	8	6	23	22	13	64	57	52	9	14	28
Students with Disabilities	10	56	10286	71	81	91	NA	456	462	NA	38	41	NA	36	27	NA	27	27	NA	NA	5
Students without Disabilities	67	402	69020	100	100	100	513	507	510	NA	4	9	18	20	18	66	61	52	16	15	21
Limited English Proficient Students	--	14	10291	--	93	96	--	453	458	--	36	38	--	36	34	--	29	26	--	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	25	201	37437	89	95	97	507	491	486	NA	10	19	24	28	26	60	54	46	16	8	9
Non-Economically Disadvantaged	52	257	41869	98	98	100	509	509	521	4	7	7	21	17	14	62	59	51	13	17	27

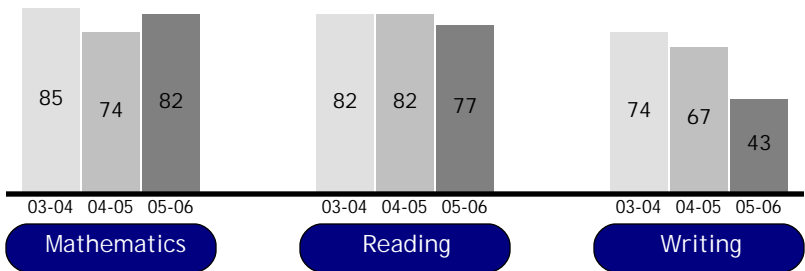
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	449	79000	90	95	98	496	495	489	4	4	10	11	21	24	79	67	58	5	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	232	38774	95	96	99	501	497	494	NA	3	7	17	21	22	78	67	61	6	9	10
Male	37	217	40150	86	94	98	492	493	485	8	5	12	5	22	25	81	66	55	5	8	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	11	98	32508	92	93	98	502	486	472	NA	6	15	18	24	33	82	66	49	NA	3	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	60	336	36135	90	95	98	495	498	508	5	3	4	10	20	14	78	67	67	7	10	15
Students with Disabilities	NC	46	9991	NC	67	88	NC	459	449	NC	17	33	NC	39	36	NC	43	29	NC	NA	2
Students without Disabilities	67	403	69009	100	100	100	500	499	495	1	2	6	10	19	22	82	69	62	6	9	10
Limited English Proficient Students	--	14	10199	--	93	95	--	449	439	--	29	35	--	43	47	--	29	18	--	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	23	197	37234	82	93	97	498	486	472	4	6	15	NA	25	33	96	64	50	NA	5	3
Non-Economically Disadvantaged	50	252	41766	94	97	99	495	503	505	4	2	5	16	18	16	72	68	65	8	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	465	79611	99	98	99	491	500	496	5	6	7	48	32	37	48	61	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	239	39016	100	99	99	514	516	511	NA	3	4	37	28	29	63	69	66	NA	1	1
Male	42	226	40519	98	97	98	470	482	482	10	10	10	57	38	44	33	53	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	12	103	32855	100	98	99	522	498	481	NA	7	10	42	32	43	58	61	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	66	347	36380	99	99	99	485	500	511	6	6	4	50	33	30	44	61	65	NA	1	1
Students with Disabilities	13	65	10664	93	94	94	435	424	440	23	31	23	54	40	54	23	29	22	NA	NA	1
Students without Disabilities	67	400	68947	100	99	100	502	511	504	1	2	4	46	31	34	52	66	61	NA	1	1
Limited English Proficient Students	--	15	10362	--	100	97	--	442	438	--	27	22	--	47	57	--	27	21	--	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	28	207	37626	100	98	98	482	488	479	7	8	10	54	37	45	39	55	45	NA	NA	0
Non-Economically Disadvantaged	52	258	41985	98	99	100	496	509	511	4	4	4	44	29	30	52	66	65	NA	1	1

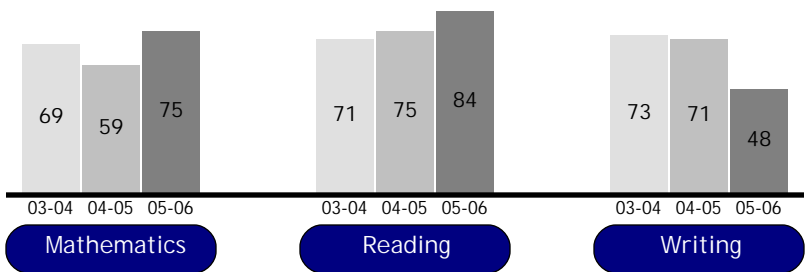
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	61	NA	58	99	55	55	47	92	59	56	46
	Language	97	48	52	50	99	54	58	47	92	67	65	48
	Mathematics	100	63	66	64	99	56	57	50	96	48	59	52
3	Reading	100	59	NA	55	100	56	50	44	95	52	54	46
	Language	100	70	60	61	100	48	47	44	99	50	46	46
	Mathematics	100	67	66	61	100	51	52	51	95	61	54	52
4	Reading	100	65	NA	56	100	50	53	48	95	65	63	52
	Language	100	57	53	52	100	52	55	49	99	65	63	52
	Mathematics	100	61	62	61	100	49	54	53	100	56	59	58
5	Reading	100	70	NA	55	99	55	56	50	90	58	61	56
	Language	100	57	53	49	99	54	55	50	99	61	58	54
	Mathematics	100	69	62	63	99	48	48	49	95	52	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Gold Canyon Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Safety Issues
- ü Student Discipline
- ü Instructional Strategies
- ü Extracurricular Activities
- ü School/Park Partnership w/Pinal County
- ü Fund Raising Opportunities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	7	7	0	0
7 to 9 years	0	0	0	0
10 or more years	1	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- ü Multimedia Center
- ü Computer Lab
- ü Music Department

Extracurricular Activities

- ü Intramural Athletics
- ü Reading Club
- ü CAMP Gifted Club
- ü Student Council Meetings
- ü Art Club
- ü Tutoring Club
- ü Stackers Club
- ü ELL Tutoring

Social Services

- ü Clothing Drive
- ü Adopt a Family at Christmas
- ü Counseling Services
- ü Thanksgiving Food Boxes
- ü Crisis Intervention
- ü Vision Screenings and Glasses
- ü DES Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Received a Site Incentive Plan Reward for the entire staff based upon increased test scores.

- ü All classified staff received merit recognition for above and beyond duty accomplishments.

- ü Received a Performing Status from the State Department.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The principal is highly visible throughout the day in all classrooms to help promote a safe and open feeling with the students. The counselor works one-on-one with students to promote self-esteem. She also facilitates a Second Step Program that teaches skills in empathy, impulse control and anger management. We are now implementing a Code Red Emergency Procedure to prepare for any emergency that may occur on campus. Remodeled the front office to provide additional security for the campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Brenda Farris	(480) 982-1110
Transportation Policy	Max P. Ragsdale, Sr.	(480) 982-1110
Community Resources	Carol Shepherd	(480) 982-1110
School Nutrition Programs	Mona Barton	(480) 982-1110
Parent Organization	Merle Yochim	(480) 671-5008
Student Health/Nurse	Joleen Wheeler	(480) 982-1110

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.